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ABSTRACT

This document, one of more than 100 performance-based vocational teacher education modules, covers the following objectives as it prepares pre- and inservice teachers to establish a vocational student organization: (1) after completing the required reading, demonstrate knowledge of the steps and procedures involved in establishing a vocational student organization chapter; and (2) given a case study describing how one advisor established a vocational student organization chapter, critique the performance of that advisor. After an introduction, the document contains an explanatory section on the organization of the module, required and optional learning activities, information sheet, case study, student self-check evaluation forms that cover learning activities, model answers for the forms, and a form on which the teacher's performance on the module's terminal objective ("While serving as an advisor in an actual teaching situation, establish a vocational student organization") is to be assessed. The information sheet covers working with administrators, communicating with the state association, conducting an organizational meeting, developing the constitution and bylaws, and affiliating with the national organization. (CML)

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Establish a Vocational Student Organization

Second Edition

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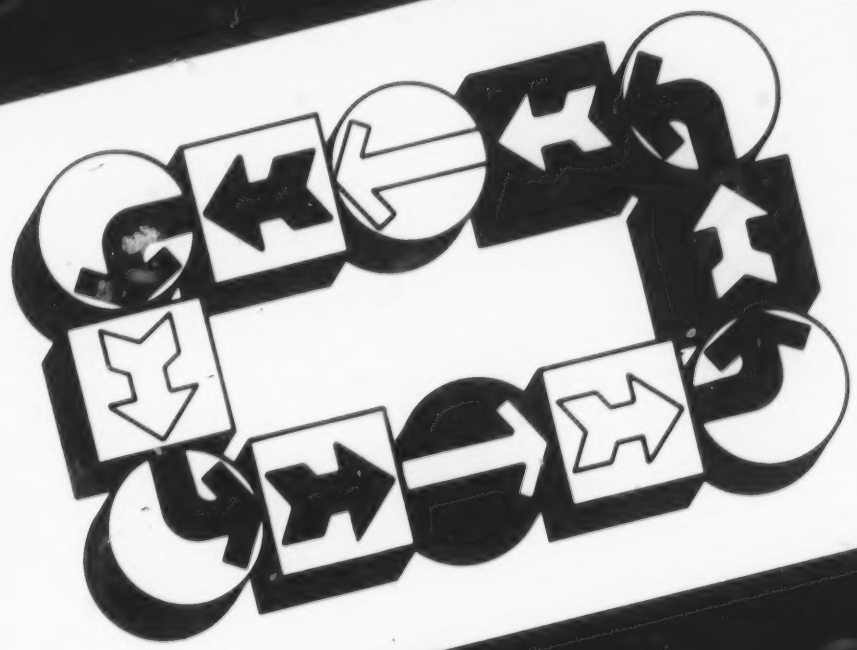

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FOREWORD

This module is one of a series of 127 performance-based teacher education (PBTE) learning packages focusing upon specific professional competencies of vocational teachers. The competencies upon which these modules are based were identified and verified through research as being important to successful vocational teaching at both the secondary and postsecondary levels of instruction. The modules are suitable for the preparation of teachers and other occupational trainers in all occupational areas.

Each module provides learning experiences that integrate theory and application; each culminates with criterion-referenced assessment of the teacher's (instructor's, trainer's) performance of the specified competency. The materials are designed for use by teachers-in-training working individually or in groups under the direction and with the assistance of teacher educators or others acting as resource persons. Resource persons should be skilled in the teacher competencies being developed and should be thoroughly oriented to PBTE concepts and procedures before using these materials.

The design of the materials provides considerable flexibility for planning and conducting performance-based training programs for preservice and inservice teachers, as well as business-industry-labor trainers, to meet a wide variety of individual needs and interests. The materials are intended for use by universities and colleges, state departments of education, postsecondary institutions, local education agencies, and others responsible for the professional development of vocational teachers and other occupational trainers.

The PBTE curriculum packages in Categories A – J are products of a sustained research and development effort by the National Center's Program for Professional Development for Vocational Education. Many individuals, institutions, and agencies participated with the National Center and have made contributions to the systematic development, testing, revision, and refinement of these very significant training materials. Calvin J. Cotrell directed the vocational teacher competency research study upon which these modules are based and also directed the curriculum development effort from 1971 – 1972. Curtis R. Finch provided leadership for the program from 1972 – 1974. Over 40 teacher educators provided input in development of initial versions of the modules; over 2,000 teachers and 300 resource persons in 20 universities, colleges, and postsecondary institutions used the materials and provided feedback to the National Center for revisions and refinement.

Early versions of the materials were developed by the National Center in cooperation with the vocational teacher education faculties at Oregon State University and at the University of Missouri–Columbia. Preliminary testing of the materials was conducted at Oregon State University, Temple University, and the University of Missouri–Columbia.

Following preliminary testing, major revision of all materials was performed by National Center staff, with the assistance of numerous consultants and visiting scholars from throughout the country.

Advanced testing of the materials was carried out with assistance of the vocational teacher educators and students of Central Washington State College; Colorado State University; Ferris State College, Michigan; Florida State University; Holland College, P.E.I., Canada; Oklahoma State University; Rutgers University, New Jersey; State University College at Buffalo, New York; Temple University, Pennsylvania; University of Arizona; University of Michigan–Flint; University of Minnesota–Twin Cities; University of Nebraska–Lincoln; University of Northern Colorado; University of Pittsburgh, Pennsylvania; University of Tennessee; University of Vermont; and Utah State University.

The first published edition of the modules found widespread use nationwide and in many other countries of the world. User feedback from such extensive use, as well as the passage of time, called for the updating of the content, resources, and illustrations of the original materials. Furthermore, three new categories (K–M) had been added to the series, covering the areas of serving students with special/exceptional needs, improving students' basic and personal skills, and implementing competency-based education. This addition required the articulation of content among the original modules and those of the new categories.

Recognition is extended to the following individuals for their roles in the revision of the original materials: Lois G. Harrington, Catherine C. King-Fitch and Michael E. Wonacott, Program Associates, for revision of content and resources; Cheryl M. Lowry, Research Specialist, for illustration specifications; and Barbara Shea for artwork. Special recognition is extended to the staff at AAVIM for their invaluable contributions to the quality of the final printed products, particularly to Sylvia Conine for typesetting; to Marilyn MacMillan for module layout, design, and final artwork; and to George W. Smith, Jr. for supervision of the module production process.

THE NATIONAL CENTER
FOR RESEARCH IN VOCATIONAL EDUCATION
THE OHIO STATE UNIVERSITY
1960 KENNY ROAD · COLUMBUS, OHIO 43210

The National Center for Research in Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning, preparation, and progression. The National Center fulfills its mission by:

- Generating knowledge through research
- Developing educational programs and products
- Evaluating individual program needs and outcomes
- Providing information for national planning and policy
- Installing educational programs and products
- Operating information systems and services
- Conducting leadership development and training programs

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The American Association for Vocational Instructional Materials (AAVIM) is a nonprofit national institute.

The institute is a cooperative effort of universities, colleges and divisions of vocational and technical education in the United States and Canada to provide for excellence in instructional materials.

Direction is given by a representative from each of the states, provinces and territories. AAVIM also works closely with teacher organizations, government agencies and industry.

MODULE
H-2

Establish a Vocational Student Organization

Second Edition

Module H-2 of Category H—Vocational Student Organization
PROFESSIONAL TEACHER EDUCATION MODULE SERIES

The National Center for Research in Vocational Education
The Ohio State University

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VOCATIONAL STUDENT ORGANIZATIONS

AIASA
American Industrial Arts Student Association
1908 Association Drive
Reston, VA 22091
(703) 860-9000

DECA
Distributive Education Clubs of America
1908 Association Drive
Reston, VA 22091
(703) 860-5000

FBLA—PBL
Future Business Leaders of America—
Phi Beta Lambda, Inc.
P.O. Box 17417—Dulles
Washington, DC 20041
(703) 860-3334

FFA
Future Farmers of America
National FFA Center
P.O. Box 15160
Alexandria, VA 22309
(703) 360-3600

FHA/HERO
Future Homemakers of America/
Home Economics Related Occupations
2010 Massachusetts Avenue, NW
Washington, DC 20036
(202) 833-1925

HOSA
Health Occupations Students of America
1601 Milltown Road, Suite 7
Wilmington, DE 19808
(302) 995-6020

OEA
Office Education Association
1120 Morse Road
Columbus, OH 43229
(614) 888-5776

VICA
Vocational Industrial Clubs of America
P.O. Box 3000
Leesburg, VA 22075
(703) 777-8810

INTRODUCTION

To operate a vocational student organization successfully, you—the advisor—must strongly believe that the organization's activities are important and have a real place in the vocational-technical curriculum. Strong beliefs are not enough, however. Certain specific steps must be taken in establishing the organization in order to ensure a smooth beginning and provide a solid foundation for all the activities the students will be undertaking under your direction.

Administrative support and approval must be secured. Relevant organizational materials must be gathered. Student interest in the organization must be created; at the secondary level, parent support must also be sought. The purposes and structure of the organization must be delineated through organizational meetings and the development of a constitution and bylaws. And, through state and national affiliation, a certificate of charter may be obtained.

Though the details of establishing a vocational student organization will vary with the specific occupational area, general principles and practices apply to all. It should be noted that some organizations refer to the local unit as a *chapter* and others as a *club*. In this module, the term *chapter* is used.

This module is designed to help you—a new advisor or a present advisor wishing to upgrade your organization—with the task of actually establishing an organization. You will need additional competencies to **operate** the organization effectively, but these first steps play a major role in setting the stage for a successful program.

In addition, the skills you develop in building a vocational student organization will help you in other areas, such as instruction, supervision, and human relations. For that reason, the learning experiences in this module should provide a valuable personal growth experience for you.

ABOUT THIS MODULE

Objectives

Terminal Objective: While serving as an advisor in an actual teaching situation, establish a vocational student organization. Your performance will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 29–30 (*Learning Experience III*).

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the steps and procedures involved in establishing a vocational student organization chapter (*Learning Experience I*).
2. Given a case study describing how one advisor established a vocational student organization chapter, critique the performance of that advisor (*Learning Experience II*).

Prerequisites

To complete this module, you must have developed an active personal philosophy concerning vocational student organizations. If you have not already developed such a philosophy, meet with your resource person to determine what method you will use to do so. One option is to complete the information and practice activities in the following module:

- *Develop a Personal Philosophy Concerning Vocational Student Organizations*, Module H-1

Resources

A list of the outside resources that supplement those contained within the module follows. Check with your resource person (1) to determine the availability and the location of these resources, (2) to locate additional references in your occupational specialty, and (3) to get assistance in setting up activities with peers or observations of skilled teachers, if necessary. Your resource person may also be contacted if you have any difficulty with directions or in assessing your progress at any time.

Learning Experience I

Required

Reference: The official handbook for the vocational student organization in your service area.

Optional

A vocational student organization advisor, experienced in establishing an organization, with whom you can consult.

The state advisor for the vocational student organization in your service area whom you can contact for materials and advice.

A new vocational student organization whose organizational meeting you can attend.

A vocational student organization member with whom you can discuss approaches for creating student interest in the organization.

Learning Experience II

No outside resources

Learning Experience III

Required

An actual teaching situation in which you can establish a vocational student organization.

A resource person to assess your competency in establishing a vocational student organization.

General Information

For information about the general organization of each performance-based teacher education (PBTE) module, general procedures for its use, and terminology that is common to all the modules, see About Using the National Center's PBTE Modules on the inside back cover. For more in-depth information on how to use the modules in teacher/trainer education programs, you may wish to refer to three related documents:

The *Student Guide to Using Performance-Based Teacher Education Materials* is designed to help orient preservice and inservice teachers and occupational trainers to PBTE in general and to the PBTE materials.

The *Resource Person Guide to Using Performance-Based Teacher Education Materials* can help prospective resource persons to guide and assist preservice and inservice teachers and occupational trainers in the development of professional teaching competencies through use of the PBTE modules. It also includes lists of all the module competencies, as well as a listing of the supplementary resources and the addresses where they can be obtained.

The *Guide to the Implementation of Performance-Based Teacher Education* is designed to help those who will administer the PBTE program. It contains answers to implementation questions, possible solutions to problems, and alternative courses of action.

Learning Experience I

OVERVIEW

After completing the required reading, demonstrate knowledge of the steps and procedures involved in establishing a vocational student organization chapter.

You will be reading the information sheet, Establishing a Vocational Student Organization, pp. 7–16.

You will be reading relevant sections of the official handbook for the vocational student organization in your service area.

You may wish to meet with an experienced vocational student organization advisor to discuss the steps he/she followed in establishing the chapter.

You may wish to meet with the state advisor for the vocational student organization in your service area to obtain materials and advice about establishing your own vocational student organization chapter.

You may wish to attend an organizational meeting of a vocational student organization in your service area.

You may wish to meet with a current or former vocational student organization member to discuss his/her orientation to the organization.

You will be demonstrating knowledge of the steps and procedures involved in establishing a vocational student organization chapter by completing the Self-Check, pp. 17–20.

You will be evaluating your competency by comparing your completed Self-Check with the Model Answers, pp. 21–22.

Activity 1

Getting your local vocational student organization chapter off the ground will be a busy and productive time for you. For information on the steps and procedures that will make it fly, read the following information sheet.

ESTABLISHING A VOCATIONAL STUDENT ORGANIZATION

To effectively establish a local vocational student organization (VSO) chapter, you must do the following:

- Work with your school or college administration
- Communicate with individuals in the state association
- Create student interest in the organization
- Conduct an organizational meeting
- Develop a constitution and bylaws
- Affiliate with the state and national associations

Let's look at each of these steps more closely.

Working with the Administration

Perhaps the most critical step in the establishment of a local VSO chapter is gaining the enthusiastic and sympathetic support of the school or college administration. Many valiant efforts by well-meaning advisors have failed simply because there was little or no effort made to work with the administration.

Your belief in the benefits of the organization is critical. However, if you fail to generate this same enthusiasm in your administrators, you may very well falter in your effort to create a successful organization.

You should, therefore, meet with the administration to discuss the purposes, philosophy, and positive benefits of a VSO for both students and the school or college. Highlighting the major activities of a successful VSO, with examples of activities undertaken in other chapters, should be effective.

During the meeting you need to emphasize the fact that VSO activities are designed to be an **integral** part of the vocational-technical curriculum and to assist with the personal growth of the student. Few administrators will be opposed to an effort that is specifically designed to develop positive student attitudes and reinforce essential learning.

Administrators will typically want to know the following kinds of things:

- What steps are to be taken to establish the VSO chapter?
- What facilities will be used, and how?
- How much of your time will be required?
- What will be the extent of the activities?
- What will be the involvement of people outside the school or college?

You must know your administration and be prepared to present your proposal in an effective and tactful manner. It is usually helpful to include audiovisuals and printed materials in your presentation. Involving interested students and other faculty can also give support to the cause. In some situations, you may find it wise to invite the administration to go with you to visit a successfully operating chapter in another school or college or to attend a regional or state conference to view VSO activities at those levels.

Probably the most beneficial approach to obtaining continuing support for your VSO is to involve key administrators by formally installing them as adult or associate members of the organization. The installation event should be handled in a dignified manner to ensure that the individuals feel they are part of something worthwhile.

Once these administrators have identified with the organization, keep them involved and you will have supporters who will give added zest and spark to your program. Do not dismiss this activity as something that might be nice to do if you have time. Plan immediately to involve members of the administration as active supporters of and participants in the VSO.

Communicating with the State Association

Each vocational-technical area usually has an individual at the state level whose responsibility is to work with the VSO specific to that area. To find out who your state advisor is, you may contact the national office of the organization; your state department of education, bureau or division of vocational education; or the advisor of a local chapter in your area.

The state advisor is generally the source for all available materials relating to the VSO. Many state associations have organizational packets available to assist in the initial effort of establishing the local VSO chapter. These packets include such materials as the following:

- Official guide or handbook
- State and national constitution
- Recommended local constitution
- Program of activities
- Affiliation forms (to join the state and national association)
- Chapter supplies catalogs
- Awards and contest information
- Leadership materials

Be certain that you have **all** available materials that relate to your organization. Each publication has a purpose; do not assume that some of the publications available may not be relevant.

Some states use state officers or advisors from nearby local chapters to assist new advisors in the development of their chapters. Many VSOs assist in organizing new chapters, and their interest in the development of new chapters is genuine. In fact, some VSOs offer an award each year to the chapter installing or reactivating the greatest number of other chapters.

The state office can be a valuable source of information in the creation of a VSO. However, be reasonable in your requests. State advisors often have split assignments; they serve as state advisors part-time and have other administrative duties in the state operation as well. The success of the program relies on local advisors who work to find answers and keep the enthusiasm of those involved at a high level.

Creating Student Interest

A successful chapter requires capable officers, a challenging program, adequate financing, shared responsibilities, and proper equipment and records. Most important, however, it requires knowledgeable and motivated members.

The task of securing student and, if necessary, parent approval and support is not a one-time affair; it is continual. Because you encounter a new group of incoming students each year—and frequently some new students during the year—the task of selling the opportunities available through the organization is always present. In fact, the advisor who performs this task well is likely to have a chapter that is growing in effectiveness and in popularity.

Your students must be aware that the organization is an important segment of the total vocational-technical program. Your positive attitude toward the organization will convey itself to students. You must use adequate time during regular classes to discuss the organization with your students and to allow them to examine the manuals and handbooks. Every aspect of the VSO, **with emphasis on individual benefits**, should be discussed. Students need to understand that the VSO is **their** professional organization and that **they** will run it.

Slides, films, and brochures may assist in this orientation effort. Speakers, other advisors, members of nearby chapters, or members of other successful VSOs in your school or college can help motivate students to join and participate. The state association will probably have lists of such resources—including suggested promotional activities—for you to use in your initial efforts to organize a chapter and motivate students to become involved.

In your efforts to publicize your organization, do not neglect to talk to students in your feeder schools—lower-level schools that send you their students. As you visit feeder schools to inform students about your vocational-technical program, you can also tell them about the VSO chapter and its planned activities. This should ensure a steady flow of new and enthusiastic members as students enter your program.

While such careful introduction of students to the VSO may seem time-consuming, students' attitudes toward the organization will be shaped by these initial activities. On the other hand, some instructors take weeks trying to convince students of the worth of this effort, instead of actually getting the chapter off the ground and engaging in the activities of the organization. In the final analysis, remember this: *There is no better motivational device than actual participation in the organization.*

Ideally, as students are acquiring knowledge of the purpose, activities, and values of VSOs, they will want to start doing something to get their own chapter going. You will notice some students taking the lead in promoting the chapter. Ask these students to meet with you to discuss the concerns of their fellow students and the steps to be taken to establish a chapter. It is likely that they can assess student interest better than you can, in that some students are hesitant to express their feelings to a teacher.

You can establish a committee of these interested students to survey how their classmates feel about participating in a VSO chapter. The committee can divide the class membership so that each student is interviewed by a committee member whose relationship with that student will promote free and honest discussion. The reports from this committee should make clear the next steps to take to get student cooperation.

One barrier to student participation arises when VSO activities are treated as secondary to other activities. You must fully integrate the activities and principles of the VSO into the everyday classroom and laboratory experiences. In this way, students are more likely to realize its importance and meaning. This integration is a common characteristic of successful VSO programs.

Operating the VSO as a part of the curriculum allows the free flow of chapter information in the everyday classroom environment. Such an approach enables students to see the relationship between VSO activities and their future as American wage earners and citizens.

Your effort to involve students in a specific phase of the various degree, award, or recognition programs offered by the VSO is equally important. Each member must be actively involved in some phase or activity of the organization. **Involvement** is the key to having students accept the organization as something meaningful and worthwhile.

You should be aware of—and have student representation in—the district, regional, state, and national functions of the VSO. These events and activities not only bring recognition and reward to the individuals who participate in the activities, but also develop a sense of "team effort" as your chapter selects its representatives to these events. The success of these activities and events is directly related to the advisor. Your belief in the program, its activities, and its events helps to determine the ultimate benefit to your students.

Communicating with Parents

At the secondary school level, another group you need to work with in establishing your chapter is parents. Parents want the school to provide the best education possible for their children. You would be giving your students less than the best if you did not have an active VSO in your vocational service area.

Even though some communication exists between home and school, parents are sometimes not knowledgeable about the VSO and how it affects their sons and daughters. Therefore, activities and materials must be developed to inform the parents. When parents become familiar with the organization, their approval is almost guaranteed.

A letter sent with appropriate handouts or brochures to parents of prospective members can bring the parents closer to the organization. Sample 1 is an example of such a letter.

A "Parent Night" can also provide you with the opportunity to communicate the purposes and value of the organization. This one activity can mean the beginning not only of good parent relations, but also good community relations as the parents discuss this experience with their friends and acquaintances. A parent night often brings favorable comments from the community to the school administrators, further reinforcing for them the value of VSOs.

Once your chapter is well established, parents will still need to be involved and kept up-to-date. Keeping parents up-to-date can be accomplished through various promotional activities—letters, fliers, news articles, and sometimes personal visits. However, the opportunity for parents to **actually observe** some activity of your chapter will have a better effect than almost anything else.

Conducting an Organizational Meeting

Early in the vocational-technical program, students should be informed of the value of and need for the VSO. While interest is high, you should hold an organizational meeting to get things started.

This first meeting (involving all your students) should be planned to be impressive and to have an impact on the students—to stir their interest in the activities of the organization. Detailed planning and organization are necessary to create that first impression. State and national VSO materials, former student leaders or current members and advisors from other schools and organizations, as well as your own students, can be of help in this planning.

Enlist a group of your students to participate on a committee to plan and conduct the first meeting. Although some of these students already will have demonstrated qualities of leadership, take a little time to discuss the qualities of a good leader and the responsibilities of the officers during your regular class sessions and during the meetings of this planning committee.

Let the members of the committee decide who should be the temporary chairperson, the temporary secretary, and the other temporary officers that they feel are needed. The committee will have more to do than the members are likely to anticipate, so prepare them for their tasks and plan time for meetings.

As you work with the temporary officers and the planning committee, determine when and where the first organizational meeting should be held. Determine who is to be responsible for getting clearance on the school calendar, having the meeting properly scheduled, and having the room set up for the meeting. Work to have 100 percent attendance at the meeting.

You may follow the meeting agenda suggested in the official handbook for the VSO in your vocational-technical area. During the first meeting, some of the items may not apply, such as the opening ceremony, the creed, unfinished business, and closing ceremony. Omit these and decide what is to be included.

Be certain the agenda includes an explanation of the purposes of the organization and how these purposes relate to the growth and future of each student member. Emphasize that membership also means a responsibility to the organization—its purpose, goals, and values—as well as similar responsibilities to school and community.

The meeting should describe the organizational structure and the responsibilities of each organizational element, including responsibilities of the individuals who will be chosen to carry out the duties and assignments necessary for an effective organization.

Determine who is responsible for presenting known items of business, such as the following.

- Establishing a chapter
- Adopting the constitution and bylaws
- Selecting a nominating committee
- Electing officers
- Setting dues
- Setting meeting dates and times
- Planning the next meeting

SAMPLE 1

LETTER TO PARENTS OF PROSPECTIVE MEMBERS

Dear (Parent's Name):

By enrolling in a vocational education class at _____ School, your (son, daughter) has done more than just enroll in another class. (He, she) has actually embarked on a new way of life because of the many extraordinary advantages available through this experience.

In connection with the vocational program, your (son, daughter) will be invited to join the vocational student organization associated with the vocational program.

This program is a specific organization available for students enrolled in the vocational area chosen by your (son, daughter), and it is designed to give the student that something "extra" which will help (him, her) to take (his, her) place more effectively in society.

In our vocational chapter, we stress leadership through the election of student officers. We stress participation through social activities, leadership development sessions, business meetings, and friendly competition by means of skill and academic contests on the local, district, and state levels.

The cost to the student for participation is being kept at a minimum. The dues are $_____ for state and national membership, plus whatever local dues are required. Through these dues, your (son, daughter) may take advantage of the chapter and reap many benefits through participation.

Sincerely,

The Vocational Instructor

Then be certain that you help each of the students fulfill his/her assignments so that each feels confident about participating and enjoys the satisfaction of success.

The temporary chairperson and other temporary officers may also need help in carrying out their responsibilities. You must give them the required attention so that their performance is successful. It may be wise to take a class period or two to teach the students some of the common procedures for conducting a business meeting,[1] such as the following:

- Receiving and disposing of a motion of business
- Receiving and disposing of a motion and its amendments
- Rising to a point of order
- Referring to a committee
- Adjourning a meeting

At this first meeting and also in later meetings, plan the business session so that it lasts from 30 minutes to not more than 45 minutes. With proper officer preparation, this can be done. This will permit important business to be conducted during the usual allotted time of an activity period. It also permits time to conduct the other activities of the chapter, whether they are social, recreational, or educational.

It is one of your responsibilities to help students plan and make commitments relating to participation in class work, occupational experience, and the activities of the chapter. Here is where they are called upon to give serious thought to how the chapter program can help them achieve their overall goals. With your guidance, they can accept increasing responsibility in the organization, perform their roles effectively, and as a result, move closer to achieving their occupational and life goals.

Developing the Constitution and Bylaws

The official handbook or manual for the VSO in your vocational-technical area includes the constitution and bylaws that apply to the national, state, and local organizations. Your task and that of your students is to become thoroughly familiar with these official regulations.

You will notice that the **constitution** deals with fundamental laws and principles that serve for a long period of time. They can be changed—or additions can be made—by following the stringent regulations prescribed by the constitution.

In contrast, the **bylaws** are more easily changed and are designed to guide the operational procedures. For the local chapter, bylaws should cover such areas as the following:

- Duties of officers
- Procedure for electing officers
- Responsibilities of committees
- Meeting schedule
- Financing of chapter activities
- Responsibilities of members

The packet of materials that you receive from the state advisor (including state department policies for VSOs) should contain the information you and your students need to write the bylaws. This may include guidelines for developing the bylaws or even a sample constitution and bylaws.

Since it is quite difficult and time-consuming to involve all students in arriving at bylaws, it is best to have a committee of interested members study the needs and do the writing. During their deliberations, you should work with them to maintain interest and ensure satisfactory results. Copies of the suggested constitution and bylaws should be made available to all members. A few minutes of class time should be sufficient to get member reactions.

When it appears that the constitution and bylaws are reasonable, in keeping with institutional policy, not contrary to the state and national constitutions of the organization, and acceptable to the students, you should meet with your administration and seek their approval. After this has been granted, the final version should be presented at a designated meeting and accepted by a voting majority of the students. The final version should be placed on file with the state association.

Sample 2 is an example of a constitution and bylaws that you may refer to in developing your local constitution. Another excellent source of assistance is *Robert's Rules of Order*, Revised Edition, under the section entitled "Bylaws" and subsection "Sample Bylaws." (*Robert's Rules of Order* also has several sections on the organization and development of a new association.)

1. To gain skill in teaching students to conduct meetings and to use correct parliamentary procedure, you may wish to refer to Module H-3, *Prepare Vocational Student Organization Members for Leadership Roles*.

SAMPLE 2

CONSTITUTION AND BYLAWS

CONSTITUTION OF _____[LOCAL]_____ CHAPTER
OF THE
_____[STATE]_____ ASSOCIATION
OF THE
_____[NATIONAL]_____

ARTICLE I—Name

Section 1. The official name of the organization shall be "_____ Chapter" of the _____[state]_____ association of the _____[national]_____, and may be referred to as "_____[local]_____ Chapter."

ARTICLE II—Purposes

[Insert purposes of the organization as indicated in the state or national handbook.]

ARTICLE III—Organization

Section 1. The _____[local]_____ chapter of the _____[state association]_____ is an organization of students enrolled in _____[vocational]_____ classes.

ARTICLE IV—Membership

Section 1. The _____[local]_____ chapter may be chartered as a member of the state and national organizations upon approval of the _____[state]_____ executive committee.

Section 2. The classes of membership that shall be recognized are:

[Insert membership categories as indicated in the national or state handbook.]

ARTICLE V—Voting

Section 1. _____[Local]_____ chapter members shall exercise franchise in _____[state association]_____ through voting delegates to the state meetings. Voting shall be as follows:

[Insert voting delegate information from state constitution.]

ARTICLE VI—Meetings

Section 1. Regular meetings shall be held at least once each month during the school year.

Section 2. Parliamentary procedure of all meetings will be governed by *Robert's Rules of Order,* Revised Edition.

ARTICLE VII—Officers

Section 1. The officers of the _____ chapter shall consist of a president, vice-president, secretary, treasurer, reporter, sergeant-at-arms, and parliamentarian; and each shall exercise the usual duties of the office to which he/she has been elected. *[These duties should be identified in the bylaws.]*

Section 2. The officers of the _____ chapter shall be nominated and elected by ballot at the first regular meeting of each school year. A majority vote of the active membership shall be necessary to elect.

ARTICLE VIII—Advisors

Section 1. The _____ chapter advisor shall be the vocational or related teacher of the _____ program. Other teachers in the school system who are interested may serve as advisors.

ARTICLE IX—Finances

Section 1. _____ chapter shall be responsible for state and national dues according to the number of individual members claimed in each membership classification, times the amount established for that classification.

Section 2. The _____ chapter advisor shall be responsible for the chapter finances and will furnish an annual report to the state advisor.

ARTICLE X—Symbolism, Motto, Pledge, Colors, Creed

[Insert symbolism, motto, pledge, creed, etc., from the state or national handbook.]

ARTICLE XI—Amendments

Section 1. To amend this constitution, the proposed amendment must be presented in writing by a local member to the president. The president will present the amendment to the membership where it must be approved by a three-fourths majority vote for adoption.

[A review of the state and national constitutions may provide additional ideas to include in your local constitution. A rather detailed examination of both documents could also provide additional understanding of the organization.]

BYLAWS

ARTICLE I—Name

Section 1. The official name of this organization shall be as stated in Article 1, Section 1, of this constitution.

ARTICLE II—Authority

Section 1. The final approval of local vocational education units is vested in the state board of education.

Section 2. The composition of the council of officers shall consist of the seven officers, as described in Article VII, Section 1, of this constitution as elected by the student members of this organization represented by their official voting delegates.

ARTICLE III—The Executive Committee

Section 1. The composition of the executive committee shall consist of two students from each _____*[local]*_____ vocational program.

Section 2. The executive committee shall be responsible for making recommendations for the total operation of _____*[local]*_____. All recommendations coming from the executive committee will be presented by the advisor to the supervisor of the vocational education service area, who will have ultimate authority for making, formulating, and stipulating all policies in regard to _____*[local chapter]*_____ as it relates to the total program of vocational education within the state.

Section 3. The president shall serve as the chairperson for both the general meetings and the executive committee meetings.

Section 4. The vice-president shall preside over the meetings in the absence of chairperson or when the chairperson wishes to speak from his/her own position.

Section 5. It shall be the responsibility of each member of the executive committee to submit in writing to the secretary of the executive committee any proposed items for the agenda at least three days prior to the scheduled meeting date of the executive committee.

Section 6. It shall be the duty of the secretary to prepare minutes and agendas for all executive meetings. Items not appearing on the agenda may be discussed by the executive committee, but no decisions may be reached on any topic not appearing on the agendas.

Section 7. To conduct business, a quorum must be present. A quorum will consist of two-thirds of the members of the executive committee. Each member of the executive committee in attendance shall have one vote. Any member of the executive committee missing three meetings within one business year shall be automatically removed from the committee and replaced by executive committee appointment from the category in which the disposed member is removed.

Affiliating with the State and National Organization

During the organizational meeting, the students should favorably vote on the motion to affiliate with the state and national organizations. Among the materials you secured from the state advisor should be the application form for the chapter representative to complete and return to the state advisor. The application form differs among the various organizations, but it generally requires the following:

- School and chapter name
- Date
- Address
- Name of the administrative head of the school or college
- Names of the officers
- List of chapter members
- Copy of constitution and bylaws
- Chapter fee
- Annual membership dues
- Signatures of the president and advisor

After submitting the application, you will receive a certificate of charter signed by the state advisor and appropriate state officers. This entitles the chapter—and, of course, the members—to participate in the activities of the state association and national organization. In most of the VSOs, the members receive copies of the state and national news bulletins or magazines. Check your official manual to familiarize yourself with the rights and privileges of members. Be certain your students understand that they must submit annual reports to the state association in order to maintain good standing with the state and national levels.

After you receive your charter, have it framed and prominently displayed in your classroom. (Some schools hang all charters in the school office for public display.) It should be a proud moment for you and each student member when your charter arrives.

Obtain a copy of the official handbook for the vocational student organization in your service area, and review any sections relevant to **establishing the organization**.

You may wish to arrange through your resource person to meet with an experienced vocational student organization advisor to discuss the steps he/she followed in establishing the chapter and to review any organizational materials he/she has on file.

You may wish to meet with the state advisor for the vocational student organization in your service area, who is usually located in the state's bureau or division of vocational education. During this meeting, you could obtain materials and advice on establishing a local chapter. Establishing personal contact with this person now can aid you in your future efforts as a chapter advisor.

If a vocational student organization in your service area is being organized in a school or college near you, you may wish to arrange through your resource person to attend an organizational meeting to observe the procedures followed and to identify the responsibilities of the advisor, officers, and members in these procedures.

You may wish to arrange through your resource person to meet with a current or former vocational student organization member to discuss ways to motivate students to join the organization.

The following items check your comprehension of the material in the information sheet, Establishing a Vocational Student Organization, pp. 7–16. Each of the ten items requires a short essay-type response. Please respond fully, but briefly, and make sure you respond to all parts of each item.

SELF-CHECK

1. What is the reason for securing administrative support for the vocational student organization, and what are the steps in securing administrative approval?

2. What materials are available from the state advisor to help you establish a local chapter?

3. Who, besides the state advisor, can be a source of help in organizing a local chapter?

4. What methods would be effective in getting students to share your desire for an active chapter?

5. Why is parental support for the vocational student organization important at the secondary level?

6. List some important agenda items to cover during an organizational meeting.

7. Why is **early** student involvement in the organization important?

8. Why is local representation at district, regional, state, and national events important to your chapter?

9. What function does a well-planned organizational meeting serve?

10. How does a local chapter affiliate with the state association and national organization?

Compare your written responses to the self-check items with the model answers given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same **major** points.

MODEL ANSWERS

1. Local administrators are held accountable for all that goes on in the school or college. Therefore, they need to know how and where the local VSO chapter fits into the total educational program. They need to know that the teacher is using his/her time profitably and that these efforts are in keeping with the function of the department and the school.

   Thus, the administration needs to authorize the operation of the student organization. Individual support on the part of the administration also gives recognition and prestige to the program, so necessary in establishing the vocational student organization (VSO) as a significant educational experience.

   You must first have a well-developed personal philosophy for the VSO. You also must identify the kinds of questions (concerns) your particular administration is likely to raise about the establishment of a VSO.

   With that foundation, you can plan the best strategy for gaining administrative support: what information you need to provide, what points you need to emphasize, what resources (e.g., interested students, audiovisuals, brochures) you need to include in your presentation, and what activities (e.g., a visit to a successfully operating chapter) you should invite the administration to participate in.

   Then you can set up a meeting with one or more members of the administration to carry out your plan for gaining their enthusiastic support. You can develop and sustain an administrator's enthusiasm and support by involving him/her in the organization as an official member.

2. The organizational packet that must be used when establishing a local chapter can be obtained from the state vocational division. This packet may include an official guide or handbook, state and national constitutions, a sample local constitution, a suggested program of activities, affiliation forms, supplies catalog, awards and contest information, and leadership materials.

   You should request lists and sources of teaching aids pertaining to the organization, such as motion pictures and slides. Also, get the names and addresses of state officers, state staff, and others who can be called upon for help.

3. VSO officers and/or advisors in nearby schools or colleges are often a valuable source of assistance in the development of your vocational organization. These individuals usually are eager to assist in such an effort because of (1) the personal satisfaction they get from seeing the efforts of the organization expanded, and (2) the recognition and awards given by some VSOs to the chapter installing or reactivating the greatest number of other chapters.

4. To create student interest in establishing a local VSO chapter, you should take time during in-class instruction to discuss, in general, the purposes, degrees, officers, activities, and dues. Present slides and discuss the activities of successful chapters. If possible, take students to a meeting of a successful chapter and prepare them to observe and ask questions about the organization. Be certain that your students understand what it takes to have a successful organization and are ready to assume their responsibilities.

5. You undoubtedly want **100 percent** student membership in your VSO chapter, and you want those students to **actively** participate in VSO activities. You will greatly enhance your chances of meeting these goals if the parents of those students are also sold on the value of VSO participation.

   In addition, parents who are aware of the benefits of the VSO become a significant public relations tool in their communication about the organization to friends and acquaintances. This positive feedback can be one of the best reinforcers of your VSO.

6. The organizational meeting should include explanations of the purposes of the organization; the organizational structure and the function of officers within the organizational operation; membership responsibility; local constitution; nomination and election of officers; dues; meeting dates; and affiliation requirements. (See your official handbook for more specific information.)

7. Early student involvement is the best way to "sell" students on the value and benefits of the organization. Work quickly to get all students actively involved in some aspect of the organization's activities. Each organization has sufficient offices, committees, and awards and recognition programs to offer a wide range of student involvement possibilities. An involved student will probably be a motivated student, eager to improve the organization and thus him/herself.

8. Local representation at district, regional, state, and national events brings the chapter together in a greater team effort. As the activities and accomplishments of other chapters are recognized, enthusiasm is created for improvement at the local level. These activities also bring prestige and recognition to the school and community, emphasizing the need and rationale for the chapter's existence.

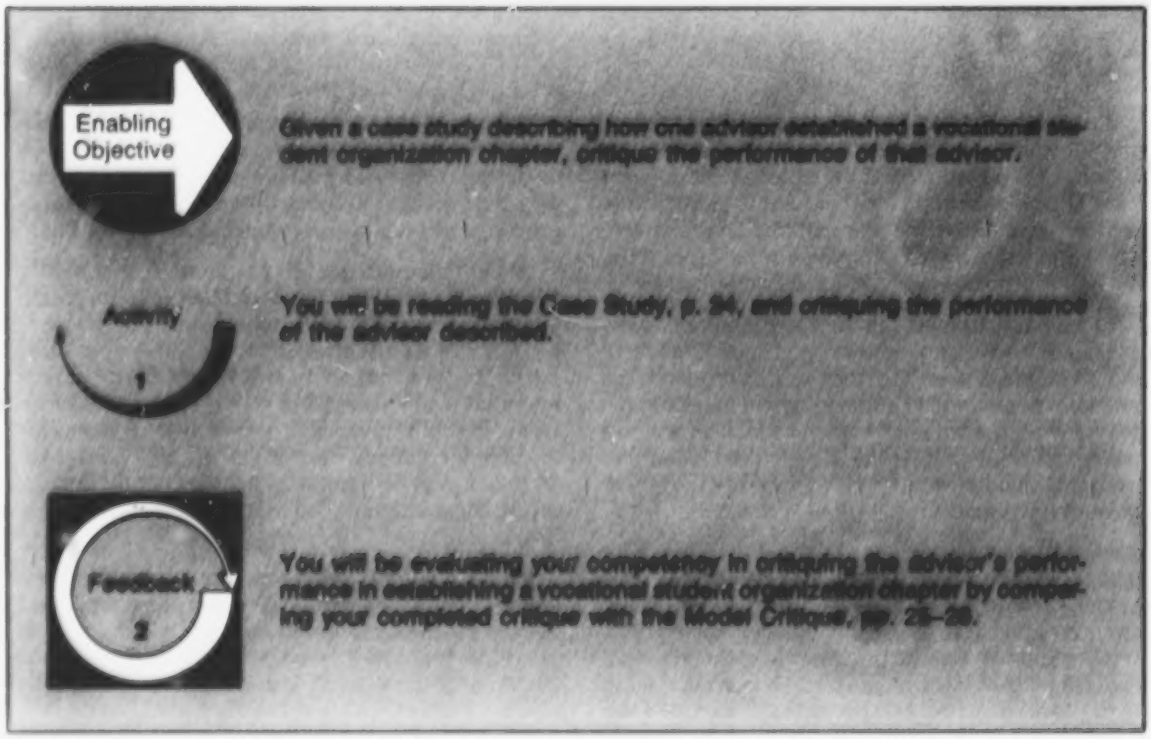
9. The organizational meeting provides the opportunity to examine, in detail, the programs and activities available to the members. Each member can scan the opportunities and zero in on an activity that may have some particular meaning for him/her. This initial effort must be well planned, with proper emphasis given to each activity, to create a chapter environment that includes a multitude of student options.

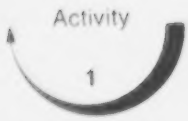
10. To affiliate with the state association and national organization, you need to get student assistance to establish a chapter, adopt a constitution and bylaws, and provide the charter fee and the charter membership dues. Then you and the members need to complete the application form, secure administrative approval, provide the proper signatures, and submit the application to the state advisor. (See your official handbook for more specific information.)

Level of Performance: Your written responses to the self-check items should have covered the same **major** points as the model answers. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Establishing a Vocational Student Organization, pp. 7–16, and/or in your official handbook, or check with your resource person if necessary.

Learning Experience II

OVERVIEW


Enabling Objective
Given a case study describing how one advisor established a vocational student organization chapter, critique the performance of that advisor.
Activity 1
You will be reading the Case Study, p. 24, and critiquing the performance of the advisor described.
Feedback 2
You will be evaluating your competency in critiquing the advisor's performance in establishing a vocational student organization chapter by comparing your completed critique with the Model Critique, pp. 25–28.



The following case study describes how an advisor established a vocational student organization chapter in his service area. Read the case study and **critique in writing** the performance of the advisor described. Specifically, you should explain (1) the strengths of the advisor's approach, (2) the weaknesses of the advisor's approach, and (3) how the advisor should have treated his responsibilities.

CASE STUDY

Mr. Martin, a new vocational-technical instructor at Smithville Tech, wanted to establish a vocational student organization (VSO) chapter in his service area. The other occupational programs at Smithville had long-established, successful VSO chapters, and Mr. Martin was somewhat envious of the rapport the VSO advisors seemed to have with their students.

He assumed that, as with most extracurricular activities, the socializing that went on brought teachers and students closer together and increased the teachers' popularity. In addition, some friends in his own service area who were teaching in other schools had established chapters, and he looked forward to traveling to contests and getting together with them for some relaxation.

Mr. Martin wasn't quite sure how to go about establishing the new VSO chapter—being new to the school, he couldn't be expected to know the ropes, and none of his teacher education courses had dealt with the subject. He decided to write to the state advisor for his service area, assuming that everything he needed would be available from this person. Having written, Mr. Martin sat back and waited for the materials to arrive, since without them his hands were tied.

After the packet of materials arrived, Mr. Martin looked everything over, skimming the unnecessary sections on the history and purpose of the organization, but carefully studying the section on the proper procedure to follow in organizing a chapter.

Feeling ready to go, Mr. Martin announced in all his classes that a meeting would be held after school that day to organize a VSO chapter for the program. Mr. Martin was disappointed at the rather small turnout for the meeting, but he was happy that those who attended seemed eager to start a chapter. After explaining about dues, cost of pins and jackets, and the chapter contests they would be holding, Mr. Martin took a vote on setting up a local chapter and applying for a charter. The vote was unanimously in favor.

Mr. Martin, who had expected a favorable vote, passed out duplicated copies of the constitution and bylaws for the students to study in preparation for adopting them at the next meeting. He told the students that he would fill out and mail in the application for a charter.

After the meeting, Mr. Martin felt confident that the chapter was off to a good start and that membership would grow (even if he had to do a little "arm twisting" at first).

Compare your written critique of the advisor's performance with the model critique given below. Your response need not exactly duplicate the model response; however, you should have covered the same **major** points.

MODEL CRITIQUE

Mr. Martin's confidence may be short-lived—the chapter is off to anything but a good start, and if he wants a successful chapter, he will probably have to start over. Unfortunately, Mr Martin may not start over, even when things begin to go badly, because he lacks the most important quality of a vocational student organization (VSO) advisor—a solid understanding of and belief in the purposes and values of the VSO. He sees it as little more than a social club and, what is worse, one that is mainly designed for **his** benefit.

Such a misconception might have been corrected had he taken the time (1) to read the sections in the official handbook on the history, purpose, values, etc., of the organization and (2) to study and really think about the meaning of the organization's creed and the responsibilities of the advisor. These are not irrelevant window dressing in the official manual. They provide the framework within which any meaningful VSO is established, and they are concepts that the advisor is expected to communicate to students **before** any vote is taken on forming a local chapter.

Even though Mr. Martin's teacher education program did not provide him with information about VSOs, there was ample opportunity for him to learn what the organization was all about, as well as to get help in establishing a chapter. Advisors in the VSOs in the other service areas in his school were one source of help. Help more specific to his needs was available from his colleagues in other schools and from current and former members of their organizations.

Mr. Martin was correct in writing to the state advisor for information and materials, but there was a lot more he could and should have done to get things moving. Being new to the school is no excuse for not attempting to find out what procedures exist in his school for establishing any new organization. Any VSO advisor could have told him that he would be expected to obtain approval from his school administration and could have given him some ideas on the kind of "case" he should be prepared to present.

Instead of doing nothing until the materials arrived and then immediately holding an organizational meeting, Mr. Martin should have spent time introducing students (during class and in informal discussions) to the idea of a VSO and assessing their interest in forming their own chapter. Interest already existed among some of his students (those who showed up at the meeting). Before any vote was taken, these students could have been asked to form a committee to talk to their peers and discover how they felt about organizing a chapter.

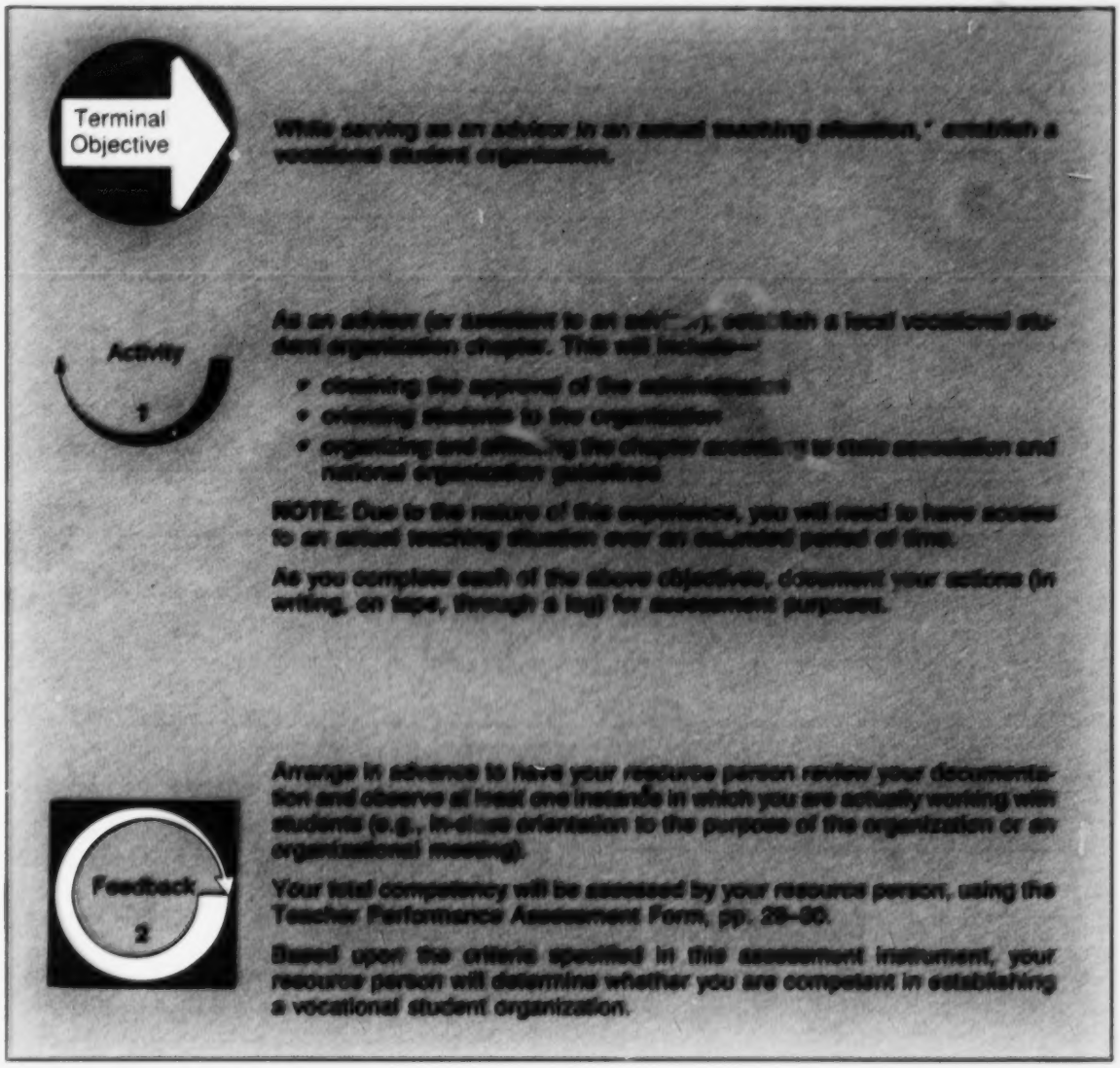
Mr. Martin failed to discuss the essential aspects of the VSO. Dues, pins, and jackets are important, but without a solid organizational philosophy and purpose, they are just meaningless paraphernalia. He also ignored his responsibility to see to it that students realized the organization was their **own** and to develop the leadership potential of his students. He completely took over some of the steps in establishing the chapter—steps in which students should have been actively involved: planning the organizational meeting, developing and revising the constitution and bylaws, and applying for a charter.

Mr. Martin's failure to actively involve students in establishing the new chapter makes it unlikely that it will be successful. Without a solid foundation in the purposes and values of the organization or a sense of personal responsibility for making it grow, the original members will probably not make very good ambassadors for the organization. Mr. Martin's plan to use "arm twisting" to increase membership, instead of developing an orientation program to explain the goals, benefits, and activities of the organization, is consistent with his other methods. What it is not consistent with is a healthy, active, self-renewing vocational student organization.

Level of Performance: Your written critique of the advisor's performance should have covered the same **major** points as the model critique. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Establishing a Vocational Student Organization, pp. 7–16, or check with your resource person if necessary.

Learning Experience III

FINAL EXPERIENCE


Terminal Objective
While serving as an advisor in an actual teaching situation,* establish a vocational student organization.
Activity 1
As an advisor (or assistant to an advisor), establish a local vocational student organization chapter. This will include—
• obtaining the approval of the administration
• orienting students to the organization
• organizing and affiliating the chapter according to state association and national organization guidelines
NOTE: Due to the nature of this experience, you will need to have access to an actual teaching situation over an extended period of time.
As you complete each of the above objectives, document your actions (in writing, on tape, through a log) for assessment purposes.
Feedback 2
Arrange in advance to have your resource person review your documentation and observe at least one instance in which you are actually working with students (e.g., in-class orientation to the purpose of the organization or an organizational meeting).
Your total competency will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 28–30.
Based upon the criteria specified in this assessment instrument, your resource person will determine whether you are competent in establishing a vocational student organization.

* For a definition of "actual teaching situation," see the inside back cover.

NOTES

TEACHER PERFORMANCE ASSESSMENT FORM

Establish a Vocational Student Organization (H-2)

Name _____

Date _____

Resource Person _____

Directions: Indicate the level of the teacher's accomplishment by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

In **establishing a vocational student organization (VSO) chapter, the teacher:**	LEVEL OF PERFORMANCE					
	N/A	None	Poor	Fair	Good	Excellent
1. informed the school or college administration of the need for a VSO	☐	☐	☐	☐	☐	☐
2. outlined for the administration the philosophy and purposes of the suggested VSO	☐	☐	☐	☐	☐	☐
3. described for the administration the role and responsibilities of the advisor	☐	☐	☐	☐	☐	☐
4. obtained from the state department all procedures, forms, and materials necessary for organizing a VSO chapter	☐	☐	☐	☐	☐	☐
5. explained the purposes and values of the VSO to prospective members and (at the secondary level) to their parents	☐	☐	☐	☐	☐	☐
6. involved members and advisors from other VSOs or other VSO chapters in promoting the organization	☐	☐	☐	☐	☐	☐
7. organized a student committee to assess student interest in forming a VSO chapter and assisted the committee as needed	☐	☐	☐	☐	☐	☐
8. helped to conduct an organizational meeting for the VSO chapter that included:						
a. an explanation of the purposes of the VSO	☐	☐	☐	☐	☐	☐
b. a discussion of the responsibilities of the VSO chapter to each member, to the school, and to the state association and national organization	☐	☐	☐	☐	☐	☐
c. an explanation of the organizational structure of the VSO	☐	☐	☐	☐	☐	☐
d. an explanation of the responsibilities of members and officers	☐	☐	☐	☐	☐	☐
9. obtained a sample constitution for a local chapter from the state department	☐	☐	☐	☐	☐	☐
10. assisted students in developing, revising, and finalizing the constitution and bylaws for the local chapter	☐	☐	☐	☐	☐	☐

	N/A	None	Poor	Fair	Good	Excellent
11. oriented students to the degree and awards program of the VSO	☐	☐	☐	☐	☐	☐
12. oriented students to the local, district, state, regional, and national VSO activities	☐	☐	☐	☐	☐	☐
13. organized the chapter in a manner that fulfilled the requirements set up by the state association and national organization	☐	☐	☐	☐	☐	☐
14. helped students obtain, complete, and return all forms needed for affiliation with the state association and national organization	☐	☐	☐	☐	☐	☐

Level of Performance: All items must receive N/A, GOOD, or EXCELLENT responses. If any item receives a NONE, POOR, or FAIR response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

NOTES

NOTES

ABOUT USING THE NATIONAL CENTER'S PBTE MODULES

Organization

Each module is designed to help you gain competency in a particular skill area considered important to teaching success. A module is made up of a series of learning experiences, some providing background information, some providing practice experiences, and others combining these two functions. Completing these experiences should **enable** you to achieve the **terminal** objective in the final learning experience. The final experience in each module always requires you to demonstrate the skill in an actual teaching situation when you are an intern, a student teacher, an inservice teacher, or occupational trainer.

Procedures

Modules are designed to allow you to individualize your teacher education program. You need to take only those modules covering skills that you do not already possess. Similarly, you need not complete any learning experience within a module if you already have the skill needed to complete it. Therefore, before taking any module, you should carefully review (1) the introduction, (2) the objectives listed on p. 4, (3) the overviews preceding each learning experience, and (4) the final experience. After comparing your present needs and competencies with the information you have read in these sections, you should be ready to make one of the following decisions:

- That you do not have the competencies indicated and should complete the entire module
- That you are competent in one or more of the enabling objectives leading to the final learning experience and, thus, can omit those learning experiences
- That you are already competent in this area and are ready to complete the final learning experience in order to "test out"
- That the module is inappropriate to your needs at this time

When you are ready to complete the final learning experience **and** have access to an actual teaching situation, make the necessary arrangements with your resource person. If you do not complete the final experience successfully, meet with your resource person and arrange to (1) repeat the experience or (2) complete (or review) previous sections of the module or other related activities suggested by your resource person before attempting to repeat the final experience.

Options for recycling are also available in each of the learning experiences preceding the final experience. Any time you do not meet the minimum level of performance required to meet an objective, you and your resource person may meet to select activities to help you reach competency. This could involve (1) completing parts of the module previously skipped, (2) repeating activities, (3) reading supplementary resources or completing additional activities suggested by the resource person, (4) designing your own learning experience, or (5) completing some other activity suggested by you or your resource person.

Terminology

Actual Teaching Situation: A situation in which you are actually working with and responsible for teaching secondary or postsecondary vocational students or other occupational trainees. An intern, a student teacher, an inservice teacher, or other occupational trainer would be functioning in an actual teaching situation. If you do **not** have access to an actual teaching situation when you are taking the module, you can complete the module **up to** the final learning experience. You would then complete the final learning experience later (i.e., when you have access to an actual teaching situation).

Alternate Activity or Feedback: An item that may **substitute** for required items that, due to special circumstances, you are unable to complete.

Occupational Specialty: A specific area of preparation within a vocational service area (e.g., the service area Trade and Industrial Education includes occupational specialties such as automobile mechanics, welding, and electricity.

Optional Activity or Feedback: An item that is not required but that is designed to **supplement** and enrich the required items in a learning experience.

Resource Person: The person in charge of your educational program (e.g., the professor, instructor, administrator, instructional supervisor, cooperating/supervising/classroom teacher, or training supervisor who is guiding you in completing this module).

Student: The person who is receiving occupational instruction in a secondary, postsecondary, or other training program.

Vocational Service Area: A major vocational field: agricultural education, business and office education, marketing and distributive education, health occupations education, home economics education, industrial arts education, technical education, or trade and industrial education.

You or the Teacher/Instructor: The person who is completing the module.

Levels of Performance for Final Assessment

N/A: The criterion was not met because it was **not applicable** to the situation.

None: No attempt was made to meet the criterion, although it was relevant.

Poor: The teacher is unable to perform this skill or has only **very limited ability** to perform it.

Fair: The teacher is unable to perform this skill in an acceptable manner but has **some ability** to perform it.

Good: The teacher is able to perform this skill in an **effective** manner.

Excellent: The teacher is able to perform this skill in a **very effective** manner.

Titles of the National Center's Performance-Based Teacher Education Modules

Category A: Program Planning, Development, and Evaluation
- A-1 Prepare for a Community Survey
- A-2 Conduct a Community Survey
- A-3 Report the Findings of a Community Survey
- A-4 Organize an Occupational Advisory Committee
- A-5 Maintain an Occupational Advisory Committee
- A-6 Develop Program Goals and Objectives
- A-7 Conduct an Occupational Analysis
- A-8 Develop a Course of Study
- A-9 Develop Long-Range Program Plans
- A-10 Conduct a Student Follow-Up Study
- A-11 Evaluate Your Vocational Program

Category B: Instructional Planning
- B-1 Determine Needs and Interests of Students
- B-2 Develop Student Performance Objectives
- B-3 Develop a Unit of Instruction
- B-4 Develop a Lesson Plan
- B-5 Select Student Instructional Materials
- B-6 Prepare Teacher-Made Instructional Materials

Category C: Instructional Execution
- C-1 Direct Field Trips
- C-2 Conduct Group Discussions, Panel Discussions, and Symposiums
- C-3 Employ Brainstorming, Buzz Group, and Question Box Techniques
- C-4 Direct Students in Instructing Other Students
- C-5 Employ Simulation Techniques
- C-6 Guide Student Study
- C-7 Direct Student Laboratory Experience
- C-8 Direct Students in Applying Problem-Solving Techniques
- C-9 Employ the Project Method
- C-10 Introduce a Lesson
- C-11 Summarize a Lesson
- C-12 Employ Oral Questioning Techniques
- C-13 Employ Reinforcement Techniques
- C-14 Provide Instruction for Slower and More Capable Learners
- C-15 Present an Illustrated Talk
- C-16 Demonstrate a Manipulative Skill
- C-17 Demonstrate a Concept or Principle
- C-18 Individualize Instruction
- C-19 Employ the Team Teaching Approach
- C-20 Use Subject Matter Experts to Present Information
- C-21 Prepare Bulletin Boards and Exhibits
- C-22 Present Information with Models, Real Objects, and Flannel Boards
- C-23 Present Information with Overhead and Opaque Materials
- C-24 Present Information with Filmstrips and Slides
- C-25 Present Information with Films
- C-26 Present Information with Audio Recordings
- C-27 Present Information with Televised and Videotaped Materials
- C-28 Employ Programmed Instruction
- C-29 Present Information with the Chalkboard and Flip Chart

Category D: Instructional Evaluation
- D-1 Establish Student Performance Criteria
- D-2 Assess Student Performance: Knowledge
- D-3 Assess Student Performance: Attitudes
- D-4 Assess Student Performance: Skills
- D-5 Determine Student Grades
- D-6 Evaluate Your Instructional Effectiveness

Category E: Instructional Management
- E-1 Project Instructional Resource Needs
- E-2 Manage Your Budgeting and Reporting Responsibilities
- E-3 Arrange for Improvement of Your Vocational Facilities
- E-4 Maintain a Filing System
- E-5 Provide for Student Safety
- E-6 Provide for the First Aid Needs of Students
- E-7 Assist Students in Developing Self-Discipline
- E-8 Organize the Vocational Laboratory
- E-9 Manage the Vocational Laboratory
- E-10 Combat Problems of Student Chemical Use

Category F: Guidance
- F-1 Gather Student Data Using Formal Data-Collection Techniques
- F-2 Gather Student Data Through Personal Contacts
- F-3 Use Conferences to Help Meet Student Needs
- F-4 Provide Information on Educational and Career Opportunities
- F-5 Assist Students in Applying for Employment or Further Education

Category G: School-Community Relations
- G-1 Develop a School-Community Relations Plan for Your Vocational Program
- G-2 Give Presentations to Promote Your Vocational Program
- G-3 Develop Brochures to Promote Your Vocational Program
- G-4 Prepare Displays to Promote Your Vocational Program
- G-5 Prepare News Releases and Articles Concerning Your Vocational Program
- G-6 Arrange for Television and Radio Presentations Concerning Your Vocational Program
- G-7 Conduct an Open House
- G-8 Work with Members of the Community
- G-9 Work with State and Local Educators
- G-10 Obtain Feedback about Your Vocational Program

Category H: Vocational Student Organization
- H-1 Develop a Personal Philosophy Concerning Vocational Student Organizations
- H-2 Establish a Vocational Student Organization
- H-3 Prepare Vocational Student Organization Members for Leadership Roles
- H-4 Assist Vocational Student Organization Members in Developing and Financing a Yearly Program of Activities
- H-5 Supervise Activities of the Vocational Student Organization
- H-6 Guide Participation in Vocational Student Organization Contests

Category I: Professional Role and Development
- I-1 Keep Up-to-date Professionally
- I-2 Serve Your Teaching Profession
- I-3 Develop an Active Personal Philosophy of Education
- I-4 Serve the School and Community
- I-5 Obtain a Suitable Teaching Position
- I-6 Provide Laboratory Experiences for Prospective Teachers
- I-7 Plan the Student Teaching Experience
- I-8 Supervise Student Teachers

Category J: Coordination of Cooperative Education
- J-1 Establish Guidelines for Your Cooperative Vocational Program
- J-2 Manage the Attendance, Transfers, and Terminations of Co-op Students
- J-3 Enroll Students in Your Co-op Program
- J-4 Secure Training Stations for Your Co-op Program
- J-5 Place Co-op Students on the Job
- J-6 Develop the Training Ability of On-the-Job Instructors
- J-7 Coordinate On-the-Job Instruction
- J-8 Evaluate Co-op Students' On-the-Job Performance
- J-9 Prepare for Students' Related Instruction
- J-10 Supervise an Employer-Employee Appreciation Event

Category K: Implementing Competency-Based Education (CBE)
- K-1 Prepare Yourself for CBE
- K-2 Organize the Content for a CBE Program
- K-3 Organize Your Class and Lab to Install CBE
- K-4 Provide Instructional Materials for CBE
- K-5 Manage the Daily Routines of Your CBE Program
- K-6 Guide Your Students Through the CBE Program

Category L: Serving Students with Special/Exceptional Needs
- L-1 Prepare Yourself to Serve Exceptional Students
- L-2 Identify and Diagnose Exceptional Students
- L-3 Plan Instruction for Exceptional Students
- L-4 Provide Appropriate Instructional Materials for Exceptional Students
- L-5 Modify the Learning Environment for Exceptional Students
- L-6 Promote Peer Acceptance of Exceptional Students
- L-7 Use Instructional Techniques to Meet the Needs of Exceptional Students
- L-8 Improve Your Communication Skills
- L-9 Assess the Progress of Exceptional Students
- L-10 Counsel Exceptional Students with Personal-Social Problems
- L-11 Assist Exceptional Students in Developing Career Planning Skills
- L-12 Prepare Exceptional Students for Employability
- L-13 Promote Your Vocational Program with Exceptional Students

Category M: Assisting Students in Improving Their Basic Skills
- M-1 Assist Students in Achieving Basic Reading Skills
- M-2 Assist Students in Developing Technical Reading Skills
- M-3 Assist Students in Improving Their Writing Skills
- M-4 Assist Students in Improving Their Oral Communication Skills
- M-5 Assist Students in Improving Their Math Skills
- M-6 Assist Students in Improving Their Survival Skills

Category N: Teaching Adults
- N-1 Prepare to Work with Adult Learners
- N-2 Market an Adult Education Program
- N-3 Determine Individual Training Needs
- N-4 Plan Instruction for Adults
- N-5 Manage the Adult Instructional Process
- N-6 Evaluate the Performance of Adults

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